



ORANGE GROVE ELEMENTARY

1225 Orange Branch Road
Charleston, South Carolina 29407

GRADES PK-4 Elementary School

ENROLLMENT 603 Students

PRINCIPAL Larry Dizenzo 843-763-1520

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	59	24	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

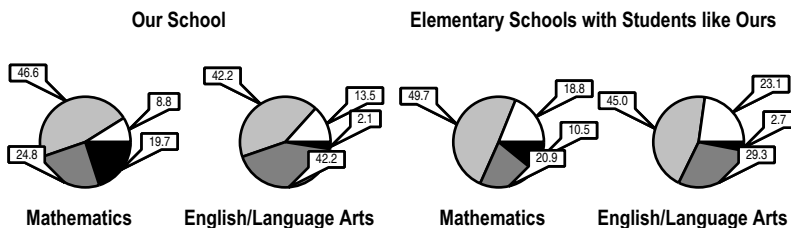
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	125	113
Percent satisfied with learning environment	100.0%	82.3%	93.8%
Percent satisfied with social and physical environment	95.5%	80.6%	80.7%
Percent satisfied with home-school relations	97.8%	79.8%	92.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	257	99.6	13.5	42.2	42.2	2.1	44.3	17.6
Gender								
Male	131	99.2	17.6	46.2	35.3	0.8	36.1	17.6
Female	126	100.0	9.3	38.1	49.2	3.4	52.5	17.6
Racial/Ethnic Group								
White	88	100.0	7.0	29.1	60.5	3.5	64.0	17.6
African-American	140	100.0	17.6	53.6	28.8	N/A	28.8	17.6
Asian/Pacific Islander	13	92.3	9.1	36.4	36.4	18.2	54.5	17.6
Hispanic	16	100.0	20.0	26.7	53.3	N/A	53.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	211	100.0	5.2	43.0	49.2	2.6	51.8	17.6
Disabled	46	97.8	50.0	38.6	11.4	N/A	11.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	257	99.6	13.5	42.2	42.2	2.1	44.3	17.6
English Proficiency								
Limited English proficient	10	90.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	247	100.0	12.3	41.7	43.9	2.2	46.1	17.6
Socio-Economic Status								
Subsidized meals	129	100.0	20.9	51.3	27.0	0.9	27.8	17.6
Full-pay meals	128	99.2	6.6	33.6	56.6	3.3	59.8	17.6

Mathematics								
All students	257	100.0	8.8	46.6	24.8	19.7	44.5	15.5
Gender								
Male	131	100.0	11.7	46.7	23.3	18.3	41.7	15.5
Female	126	100.0	5.9	46.6	26.3	21.2	47.5	15.5
Racial/Ethnic Group								
White	88	100.0	4.7	34.9	29.1	31.4	60.5	15.5
African-American	140	100.0	11.2	58.4	24.0	6.4	30.4	15.5
Asian/Pacific Islander	13	100.0	8.3	16.7	N/A	75.0	75.0	15.5
Hispanic	16	100.0	13.3	40.0	26.7	20.0	46.7	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	211	100.0	4.7	44.0	28.5	22.8	51.3	15.5
Disabled	46	100.0	26.7	57.8	8.9	6.7	15.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	257	100.0	8.8	46.6	24.8	19.7	44.5	15.5
English Proficiency								
Limited English proficient	10	100.0	30.0	30.0	10.0	30.0	40.0	15.5
Non-limited English proficient	247	100.0	7.9	47.4	25.4	19.3	44.7	15.5
Socio-Economic Status								
Subsidized meals	129	100.0	12.2	55.7	20.0	12.2	32.2	15.5
Full-pay meals	128	100.0	5.7	38.2	29.3	26.8	56.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	91	N/A	8.0	30.7	55.7	5.7	61.4
	Grade 4	96	N/A	8.3	43.8	45.8	2.1	47.9
	Grade 5	118	N/A	20.0	51.3	27.8	0.9	28.7
	Grade 6	52	N/A	13.7	37.3	39.2	9.8	49.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	99.2	14.3	34.8	49.1	1.8	50.9
	Grade 4	134	100.0	12.8	48.8	36.0	2.4	38.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	91	N/A	13.6	40.9	29.5	15.9	45.5
	Grade 4	96	N/A	8.3	30.2	35.4	26.0	61.5
	Grade 5	118	N/A	13.0	47.0	23.5	16.5	40.0
	Grade 6	52	N/A	17.6	37.3	29.4	15.7	45.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	11.5	37.2	29.2	22.1	51.3
	Grade 4	134	100.0	6.4	55.2	20.8	17.6	38.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 603)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 5.0%	2.6%	2.4%
Attendance rate	95.8%	Down from 96.0%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.0%	Down from 22.3%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.7%	Up from 12.4%	9.0%	8.0%
Older than usual for grade	10.0%	Up from 1.1%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	70.5%	Up from 68.9%	49.6%	50.0%
Continuing contract teachers	88.6%	Up from 73.3%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Up from 79.5%	88.0%	86.2%
Teacher attendance rate	95.0%	Up from 94.3%	95.2%	95.3%
Average teacher salary	\$41,340	Up 7.0%	\$39,830	\$39,909
Prof. development days/teacher	15.2 days	Down from 16.1 days	11.0 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	19.8 to 1	Down from 21.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.8%	No change	89.8%	89.7%
Dollars spent per pupil*	\$4,983	Up 10.6%	\$5,825	\$5,892
Percent spent on teacher salaries*	70.8%	Down from 74.5%	65.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Orange Grove Elementary is located in the West Ashley area of Charleston. It is a neighborhood school that draws its students from a wide range of cultural and socio-economic areas. Our school houses six self-contained special education classes in addition to two resource programs where students are mainstreamed when appropriate. We offer a traditional education that focuses on the basics, while enhancing the curriculum with technology, creative arts and other programs.

Significant accomplishments and notable awards are the direct result of dedicated and motivated parents and teachers. For years, Orange Grove has been known for its exceptional levels of parent and community involvement. We have repeatedly achieved recognition for excellence at the local, state and national levels. One of many significant accomplishments that speak to the excellence of Orange Grove is the 13 years we have received SC Incentive Awards for faculty and student attendance and student test scores, a claim that can only be made by a few schools statewide! We have received the Palmetto Gold Award for the past two years.

We have established two goals for this year. They are as follows: Students performing Below Basic on PACT must decrease by a minimum of 5%; students performing in the Proficient and Advanced levels will increase by a minimum of 5%. The strategy we use to accomplish these goals is to provide a rigorous and relevant curriculum that insures all students have the opportunity to meet grade level standards and maximize their ability to achieve.

I see our challenges as reducing the student/teacher ratio, improving students' Reading/Language Arts skills, and improving students' mathematics skills with a limited budget.

Larry DiCenzo, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.